



Time
Required:
30 minutes

Grade Level:
3rd-5th
grades

Skills for the 21st Century Marketplace Activity

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“Create a Flyer” Activity

Infusionomics Themes, Keystone Economic Principles, and Skills for the 21st Century Marketplace:

- **THEME: CHOICES**
 - **Keystone Economic Principle™ #1:** We all make choices
- **THEME: RESOURCES**
 - **Keystone Economic Principle™ #4:** Economic systems influence choices
 - **Skills:** 16. Communication Skills; a. Oral, Written, and Body Language; vi. Make oral presentations
- **THEME: INCENTIVES**
 - **Keystone Economic Principle™ #9:** Prices are determined by the market forces of supply and demand, and are constantly changing
 - **Skills:** 23. Marketing; a. Product/Service Creation; a.iii-iv
 - **Skills:** 23. Marketing; d. Selling; iv. Determine customer/client needs and motives

** For additional standards and content references, please see the [end of document](#).

Overview:

In the Create a Flyer activity, each student will pick one item that he/she has recently wanted to purchase and create a flyer to promote that item. The flyer should contain useful information about the product including a description, price, information about where to buy it, etc. The flyer should also be eye catching and entice people to buy the product.

Objectives:

In this activity, the students will begin thinking about how to market and object. By the end of the exercise, the students will have identified important information that buyers would want to know when considering purchasing a product and will have created their first promotional flyer.

Materials and Handouts:

Blank sheets of paper for the students to create their flyers

Markers, colored pencils, or crayons

[Projection #1](#)

Pre-Activity Discussion:

- Begin the class by asking the students about something that they have recently wanted to buy.
 - What is one item that you have recently wanted to purchase?
 - What information did you want to know before you bought the product?
 - How did you find the answers that you were looking for?
- Show [Projection #1](#) to the class (via a projector or computer). Have a discussion about the information presented on the flyer.
 - What information is on the flyer that would be useful to know if you wanted to buy some cookies?
 - Does the flyer make you want to buy cookies? Why or why not?

Activity:

- Tell the class that they are each going to create a flyer of their own (or in groups upon teacher discretion). Tell them to think of an item that they have recently wanted to purchase (or one that they have recently purchased).
- Ask them to write on a sheet of paper any information that they think needs to be on a flyer promoting that item.
 - Do not immediately reveal this information to the students, but the flyer should include information such as where to purchase the item, how much the item costs, a description of the item, etc. The pre-activity discussion should have brought to light much of this information.
- Give each student in the class a blank piece of paper, and make markers/colored pencils/crayons available to each student.
 - OPTIONAL: If available, allow your students to use a computer to create their flyers.
- Remind the students that the flyer should make someone want to buy the product and should also give the potential buyer all the information he/she needs to make a good decision about the product.
- Give the students 10 minutes to create the flyer.
- Have the students present their flyers to the class. Have the class assess their peers' flyers based upon the criteria written on the board.

Additional Standards and Content References

Voluntary National Content Standards in Economics:

- Standard #1 : Scarcity; Choice, Consumers, Goods/Services, Wants
- Standard #2 : Decision Making; Benefit, Cost
- Standard #9 : Competition and Market Structure; Non-price competition (Advertising & Branding), Levels of Competition

Partnership for 21st Century Life Skills Concept:

- Information, Media, and Technology Skills > Information Literacy > Use and Manage Information > Use information accurately and creatively for the issue or problem at hand
- Learning and Innovation Skills > Communication and Collaboration > Communicate Clearly > Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

National Content Standards for Entrepreneurship Education:

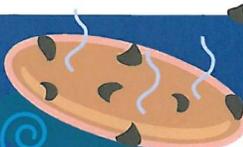
- Ready Skills; C. Business Foundations; Business Activities; C.10 Explain marketing management and its importance in a global economy
- Ready Skills; C. Business Foundations; Business Activities; C.11 Describe marketing functions and related activities

Economics Vocabulary:

- **Advertising** - Using advertisements (public notices, displays or presentations often based on celebrity endorsements, appeals to authority, bandwagon effects and attractive imagery) to promote the sale of goods or services.
- **Competition** - Attempts by two or more individuals or organizations to acquire the same goods, services, or productive and financial resources.
- **Demand** - The quantity of a good or service that buyers are willing and able to buy at all possible prices during a period of time.
- **Impulse Buying** - Buying goods or services without comparison shopping or forethought about costs and benefits.
- **Scarcity** - The condition that exists because human wants exceed the capacity of available resources to satisfy those wants; also a situation in which a resource has more than one valuable use. The problem of scarcity faces all individuals and organizations, including firms and government agencies.
- **Spending Diary** - A record of spending over a period of time.
- **Wants** - Desires that can be satisfied by con
- Source: *EconEdLink.org* by the Council for Economic Education

Keystone Economic Principles™:

- For more information: http://infusionomics.com/wp-content/uploads/2010/06/Keystone_Cheat.pdf



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